Dyslexia Advisory Council

July 20, 2017

Legislative Update

Teaching Literacy in Tennessee

Connecting the Work

What is reading proficiency?

Read to be Ready: A vision for third grade reading proficiency

What is our current status?

Setting the Foundation
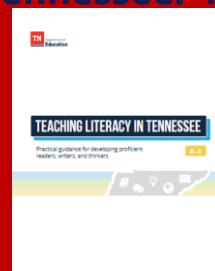
Building the Framework

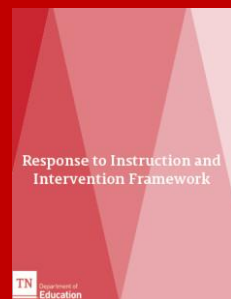**How do we help our range of learners become proficient?**
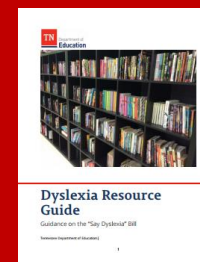
Teaching Literacy in Tennessee: K-3

RTI² Manual

How do we best support our students who might show characteristics of dyslexia?

Dyslexia Resource Guide

Teaching Literacy in Tennessee
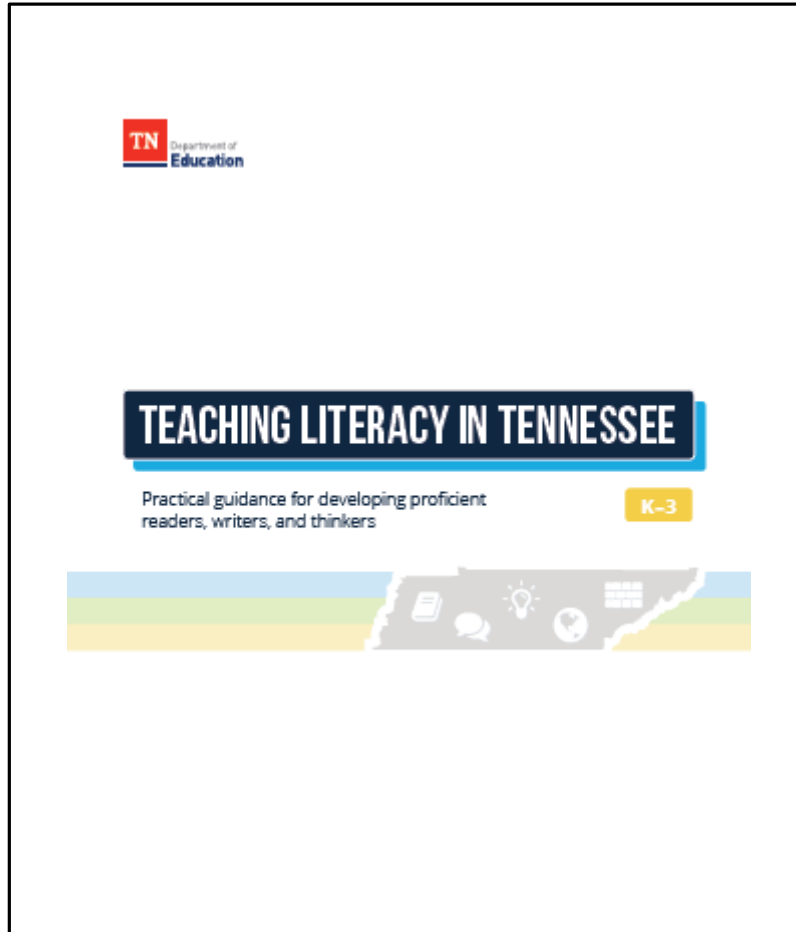
tn.gov/readtobeready>
Educators>Summer Learning
Series

Theory of Action

If we provide daily opportunities for ALL students to build skills-based and knowledge-based competencies by…

- engaging in a high volume of reading;

- reading and listening to complex texts that are on or beyond grade level;

- thinking deeply about and responding to text through speaking and writing;

- developing the skill and craft of a writer;

- practicing foundational skills that have been taught explicitly and systematically and applied through reading and writing;

Then, we will meet or exceed our goal of having 75% of Tennessee third graders reading on grade level by 2025.

Unit Design Framework

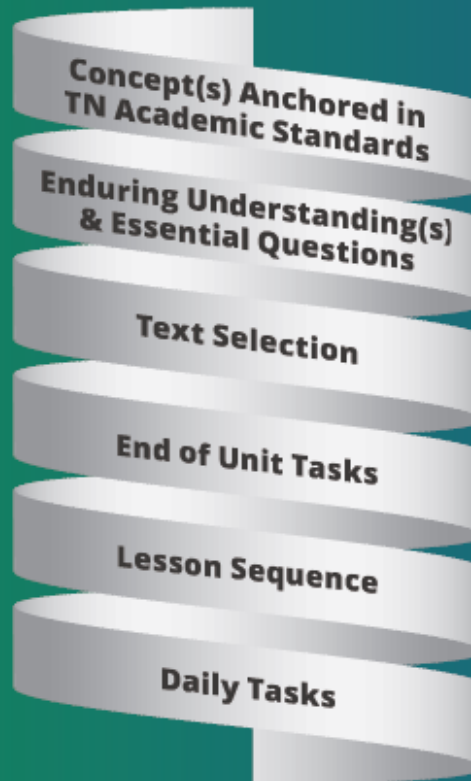FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.

- Concept(s) Anchored in TN Academic Standards
- Enduring Understanding(s) & Essential Questions
- Text Selection
- End of Unit Tasks
- Lesson Sequence
- Daily Tasks

STUDENT NEEDS

Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.

An Interconnected ELA Block
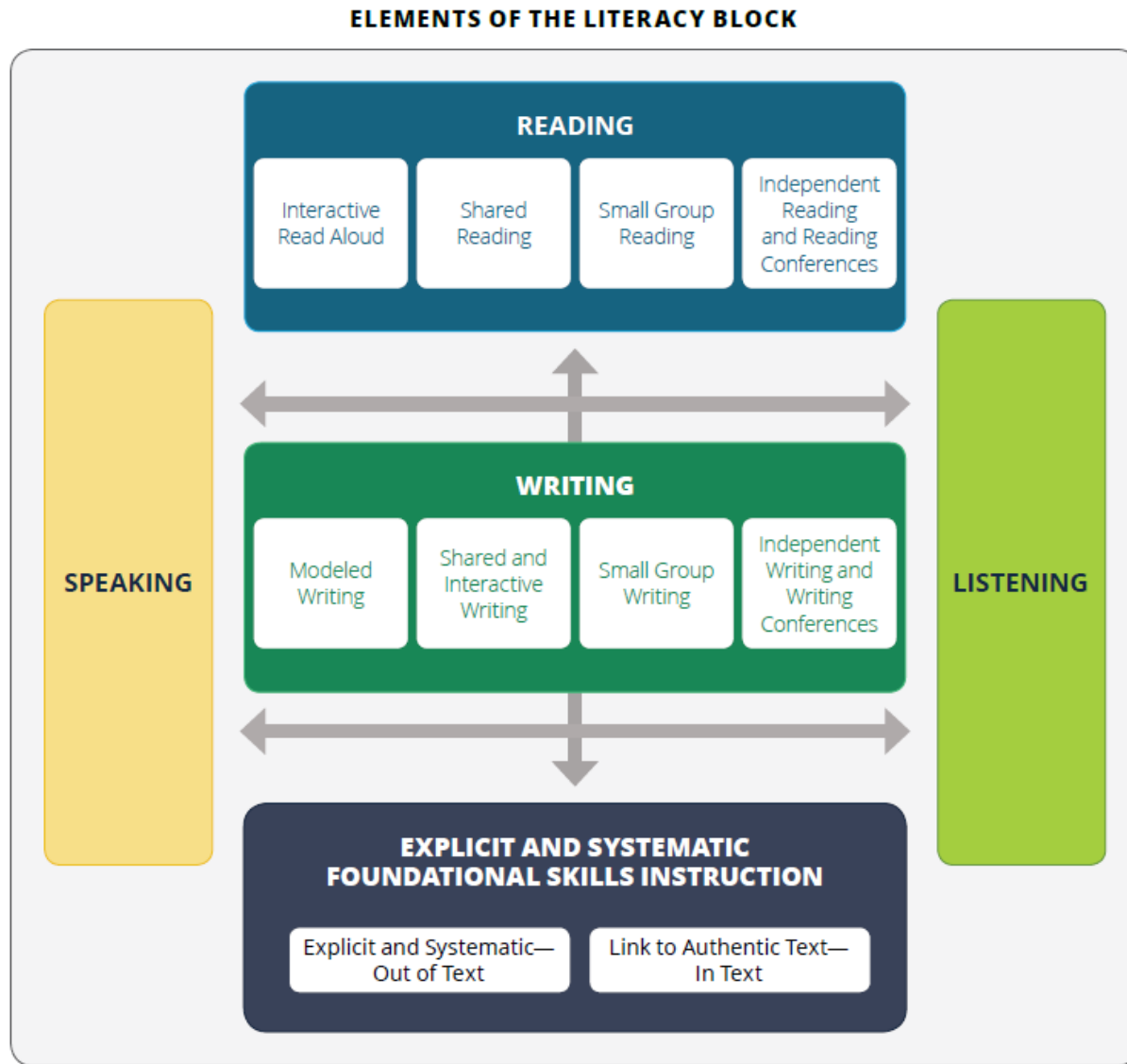
ELEMENTS OF THE LITERACY BLOCK

READING
- Interactive Read Aloud
- Shared Reading
- Small Group Reading
- Independent Reading and Reading Conferences

WRITING
- Modeled Writing
- Shared and Interactive Writing
- Small Group Writing
- Independent Writing and Writing Conferences

SPEAKING

LISTENING

EXPLICIT AND SYSTEMATIC FOUNDATIONAL SKILLS INSTRUCTION
- Explicit and Systematic— Out of Text
- Link to Authentic Text— In Text

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Response to Instruction and Intervention (RTI²) Updates

Where have we been

- RTI2 Manual revisions for Tier 1
- High school RTI2 implementation

TIER I — ALL

All students receive research-based, high-quality, general education instruction. In general, 80-85 percent of students will have their needs met by Tier I instruction.

TIER II — SOME

In addition to Tier I, extra help is provided to students who have been identified as "at risk" in basic math and reading skills. In general 10-15 percent of student will receive Tier II interventions.

TIER III — FEW

In addition to Tier I, extra help is provided to students who have not made significant progress in Tier II or who are significantly below grade level in basic math and reading skills. Tier III interventions are more explicit and more intensive than Tier II interventions.
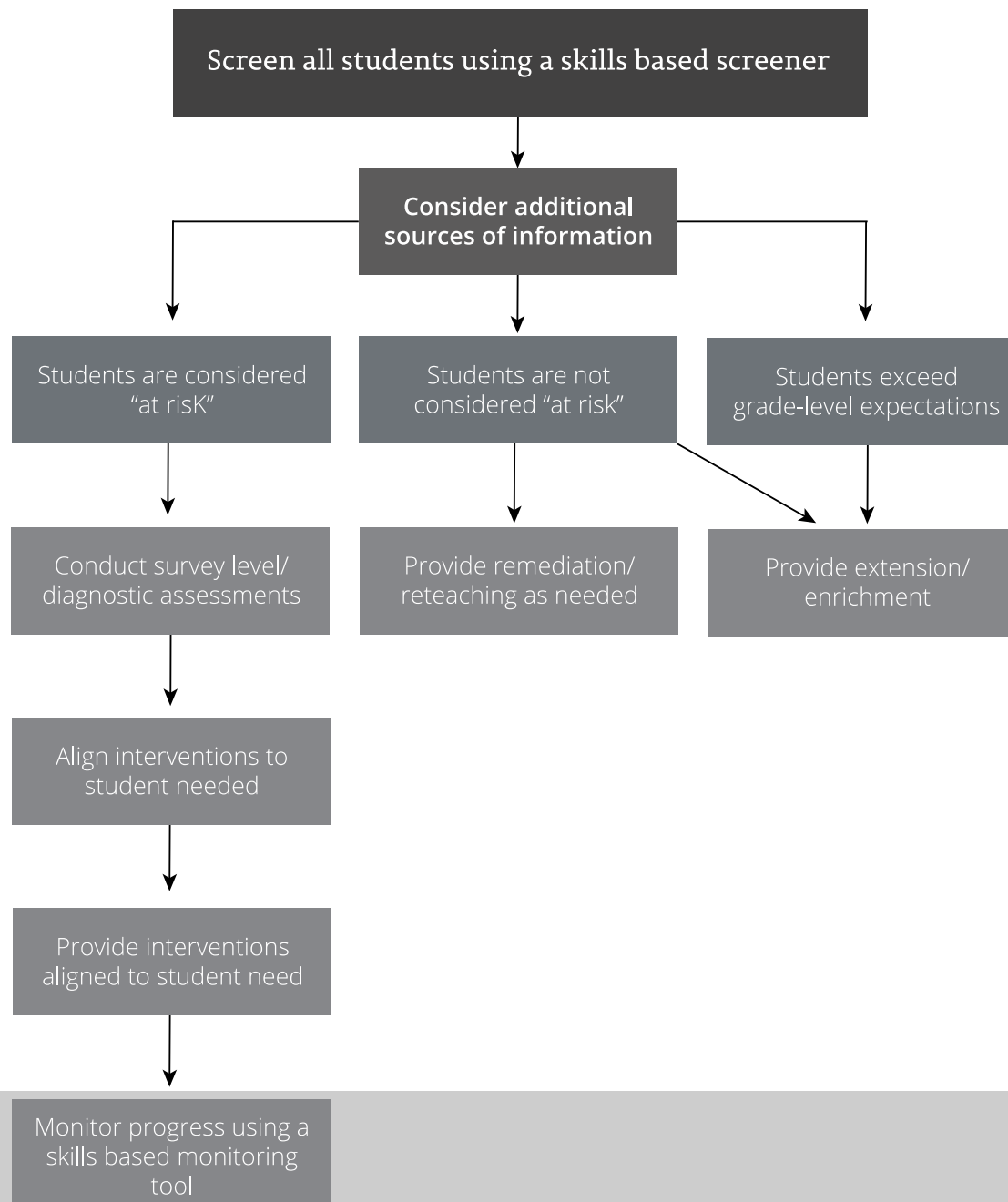
INCREASED SUPPORT FOR STUDENTS

Why Tier I?

High Expectations

Strong Standards

Shifts in Instructional Practice

Effective Educators

TN Department of **Education**

Universal Screener to Universal Screening Process

- <u>Prior guidance:</u> LEAs must administer a national normed, skills-based **universal screener.**

- <u>New guidance:</u> Districts should implement a universal screening process that uses multiple sources of data to identify individual student strengths and areas of need and that provides them with **accurate information for making informed decisions about skills-specific interventions**, **remediation**, **re-teaching**, **and enrichment** for each child. All students must participate in a universal screening process to identify those who may need additional support and/or other types of instruction.

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Screen all students using a skills based screener

Consider additional sources of information

Students are considered "at risK"

Students are not considered "at risk"

Students exceed grade-level expectations

Conduct survey level/ diagnostic assessments

Provide remediation/ reteaching as needed

Provide extension/ enrichment

Align interventions to student needed

Provide interventions aligned to student need

Monitor progress using a skills based monitoring tool

Description of Tier 1 Instructional Practices

The revisions include:

- Focus on skills-based and knowledge-based competencies in reading, with wording more closely aligned to wording from Early Literacy Council (ELC).

- More emphasis on the shifts in English language arts (ELA) and Math.

- Addition of description of instruction in social studies, science, CTE, and fine arts.

Description of Tier 1 Instructional Practices

The revisions include:

- Expanded section on instructional practices that includes descriptions of the learning environment; differentiation in instruction, environment, content, process, and end product; small group instruction; and re-teaching.

- A new instructional framework/diagram.

- Clearer definition of what effective instruction looks like in Tier I.

RTI^2 Framework for High School Students

- Continuum of supports
- Trainings 2015-2016 into fall 2016
- Classroom Chronicles

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Where are we headed?

- Revisit the WHY along with core beliefs
- Continuing support for high school implementation
- Tier 1 instruction support
- Professional Learning Communities – Effective Intervention Practices
- Revision of Tier 2 and Tier 3 of RTI^2 manual
- English language students
- Gifted/advanced students
- Assessment of practices and student outcomes

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Special Education Intervention Updates